

Programme 116†.

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(January to March, 1930,
May to July, 1930, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLEW.)

FORM III.

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated.

Old Testament History,* by J. M. Hardwick and the Rev.
H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp.
83-176.

St. Luke, chapters 8-16 inclusive. *The Saviour of the
World*,* Vol. I. (P.N.E.U. Office, 3/-), pp. 55-104, with
Bible passages from index.

Optional : (a) S.P.C.K. *Bible Atlas* (1/-). (b) *Historical
Geography of the Holy Land*, by S. R. Macphail
(Clark, 1/-), pp. 152-188. (c) *Helps to the Study of
the Bible* (Oxford Press, 3/6). (d) Peloubet's *Bible
Dictionary* (R.T.S., 10/6). (e) *Palestine in Picture*, by
Canon Raven (Heffer, 10/6).

For Sunday Reading (optional) :

(a) *Heroes and Writers of the Book of Common Prayer*,
by G. M. Forde (S.P.C.K., 3/6). (b) *How we got our
Bible*, by Dr. J. Paterson Smyth (Sampson Low, 2/-),
chapters v-viii., inclusive. (c) *Ecce Homo, Ecce Rex*,
by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 1-103. (d)
Saints and Heroes of the Western World, by M. O.
Davies (Oxford Press, 2/6), pp. 1-49.

Sunday Occupations :

A Book of Centuries.
Choose and inscribe texts and mottoes, using "Bridges"
writing, cards 6 or 9.

† The 116th term of work set since the Parents' Union School began.

For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/-), or, *Lectiones Praise* (Spottiswoode, 1d. each, 1930). *Hymns: Songs of Praise* (Oxford Press, 2/- or 6d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/-). *Two Minute Bible Readings, for use in Schools* (S.C.M., 3/-).

Writing.

A New Handwriting (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *Coriolanus*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); then a paragraph to be dictated.

Composition. (Also oral or written narration each day, see leaflet H.)

Write, in verse or prose, on (a) some subject under History or Literature taken from the Programme, (b) the news of the week. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems under "Literature" should be followed.

English Grammar. (See N.B. 4.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior English Grammar*).

First year: *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 94-139, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9). Second year: *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/-), pp. 41-66.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/-), pp. 1-90. Shakespeare's *Coriolanus** (Blackie, Plain-text, 6d.). Palgrave's *Golden Treasury** (Macmillan, 3/-). Read from Malory's *Knights of the Round Table** (Blackie, 10d.); or, for teacher's use only, *Morte D'Arthur*, (Vol. II., Dent, 2/-). Read from *The Saga of King Olaf*, by Longfellow (*of Europe*, by J. G. Bartholomew (Dent, 2/-), may

English History.

A History of England,* by Cyril Robinson, Vol. I., (Methuen, 3/-), pp. 1-68 (55 B.C. to A.D. 1066), or Arnold-Forster's *A History of England*,* (Cassell, 8/-), chapters 1-6, inclusive, pp. 1-65 (55 B.C. to A.D. 901). Make summaries of events and dates. Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct, 6/- a year).

General History.¹

Hellas, the Forerunner,* Part I., by H. W. Household (Dent, 3/-), pp. 65-99.

Readings from Indian History,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 135-174.

Keep a Book of Centuries* (P.N.E.U. Office, 1/9, or, better, 2/-, see new illustrated leaflet by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museum. *Footprints of Early Man*, by D. A. Mackenzie (Blackie, 3/-), pp. 124-149.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/-), pp. 95-117. North's *Plutarch's Lives: Alexander** (Blackie, 10d.), pp. 65-120 (second half). *Buyers and Makers*,* by D. M. Vaughan (Longmans, 2/-), pp. 41-75. Smith's *Smaller Classical Dictionary* (Dent, 2/-). *Classical Atlas* (Dent, 2/-).

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

Ambleside Geography Book IV.,* (Kegan Paul, 4/-), pp. 197-253 (Czecho-Slovakia, the Balkans, Turkey, Rumania, Bulgaria, Yugo-Slavia, Greece, Albania, Poland, the Baltic States and Finland). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 169-211. Geikie's *Physical Geography*,* (Macmillan, 1/9), sections 187-223. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*,* (7/-).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

¹ Overseas members see special leaflet.

Natural History and Botany.¹

Winners in Life's Race,^{*} by A. Buckley (Macmillan, 6/-), pp. 43-88. *The Study of Plant Life*,^{*} by M. C. Stopes (Blackie, 6/-), pp. 141-163. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., (a) trees in winter, (b) seedlings, (c) star studies: *Stars at a Glance* (Philip, 1/6); the following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science.

The Fairyland of Science,^{*} by A. Buckley (Macmillan, 6/-), pp. 1-51. *This Wonderful Universe*,^{*} by Agnes Giberne (S.P.C.K., 5/-), pp. 118-179, inclusive, or, *The Heath Reader*,^{*} by W. Hoskyns-Abrahall (Cassell, 3/-, 1927 edition), pp. 39-65 and 180-205, may be taken instead, by children not going on into Form IV.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions of pictures by Filippino Lippi (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the January *Parents' Review*, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French.¹ (See N.B. 4.)

Nouveaux Pas en Français,^{*} by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 142-169, with grammar and exercises, or (more advanced) *L'Enseignement Littéraire du Français*,^{*} by J. Molmy, Part I. (Hachette, 2/6), Lessons 7-12. Read and narrate *Histoire d'un Ane*, by P. J. Stahl (Hachette, 1/6), pp. 1-83; parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,^{*} by J. Molmy, Vol. II. (Blackie, 6d.).

Latin. (See N.B. 4.)

A Latin Book for Beginners. A Preparation for the Reading of Latin Literature,^{*} by M. C. Gardner, M.A. (Oxford Press, 3/-), Part II., §§ 35-42. Beginners, use Part I.

¹ Overseas members see special leaflet.

German.¹ (See N.B. 4.)

Primary German Course,^{*} by O. Siepmann (Macmillan, 4/-), Lessons 1-3, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.¹ (See N.B. 4.)

Practical Italian Grammar,^{*} by J. L. Russo (Harrap, 4/6), pp. 122-155.

Arithmetic. (See N.B. 4.)

Dr. Ballard's *Fundamental Arithmetic*, Pupil's Book IV.,^{*} (University of London Press, 1/-), pp. 21-40. [It is essential to follow direction carefully in Teacher's Book IV. (1/2).] For rapid mental work, use *Arithmetical Dictation*, Book IV., by Alfred Wisdom, B.A., B.Sc. (U.L.P., 1/-), Exs. 196-210, or continue Pendlebury's *New Shilling Arithmetic*,^{*} (Bell, 2/3), (decimalization of money, equations).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Geometry. (See N.B. 4.)

A Shorter School Geometry,^{*} by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 57-59 and 98-116.

The School Set of Mathematical Instruments,^{*} (P.N.E.U. Office, 1/- or 2/-).

Algebra. (See N.B. 4.)

Common-sense Algebra for Juniors,^{*} Part I., by F. Potter and J. Rogers (Pitman, 2/-, with answers 2/3), pp. 84-106 and 123-125, or continue in *A School Algebra*, Part I., by H. Hall (Macmillan, 3/6).

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-); studies of kitchen utensils (see Glass, pp. 9-23). Two minute poses of figures in action (Glass, p. 193). Original illustrations for ballads and legends. Simple memory drawings. Paint-box* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Music.

In addition to ordinary work, choose and learn a suitable composition by Beethoven. For theory, teacher may use *An Introduction to Music*, by H. E. Pigott (Dent, 3/6). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6).

* Schools may substitute the national language.

Musical Appreciation.

The work of Beethoven, see (a) article and (b) *Our Work* in the January *Parents' Review*. For reference: *The Term's Music*, by G. H. Glover (Kegan Paul, 4/-).

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons, and Psalms 65 and 81; choose and learn a hymn. (a) A scene from *Coriolanus*, or, (b) two poems from *The Golden Treasury*, or (c) from *Historical Lyrics and Ballads*, Book I. (Blackie, 1/-), or (d) *Longfellow's Poems: Saga of King Olaf* (Oxford Press, 3/6).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 216-248, or, teacher to read from Bulfinch's *Legends of Charlemagne* (Dent, 2/-). Lytton's *Last Days of Pompeii** (Nelson, 1/6), or, Lytton's *Harold* (Dent, 2/-, or Oxford Press, 2/-).

Singing.

The Oxford Song Book, Vol. I. (Oxford Press, 7/6), words only (2/-). Three French songs, *The Folk Songs of France*, Book I. (Novello, 2/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 47-50 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work each term.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-V. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Netball, or Long-Ball (*Rules*, Bourne & Co., 2d.).

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High St.,

Fulham, London, S.W. 6). Girls: cut out and make an overall (see Dryad Leaflet, No. 68, 6d.), embroidered in wool or coarse cottons: see *Simple Stitch Patterns and Design*, by Anne Brandon Jones (Batsford, 3/-). Boys: make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-). Girls and boys: make a rug. See *The Country Woman's Rug Book*, by Anne Macbeth (Dryad, 3/6). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

Teachers will find valuable suggestions for the teaching of Drawing and Handicrafts in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form III. lasts two years (average ages 12 and 13). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent*. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P U S, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. See special list. Blazers are also obtainable.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM III.

PUPILS' NAMES:

Bible Lessons.

- I. 1. Give some account of one of the following,—(a), David as a feudal lord at Ziklag, (b), David as king at Hebron, (c), the rebellion of Absalom.
2. "See now I dwell in an house of cedar, but the ark of God dwelleth within curtains." What was Nathan instructed to say to David in this connection? Quote from the prayer of David that followed.
- II. 1. (a), "Where is your faith?" (b), "Who touched Me?" (c), "Whom say the people that I am?" (d), "What is written in the law?" On what occasions did our Lord ask these questions? Tell the whole story in one instance.
2. What lessons did our Lord teach His disciples in the following parables,—(a), the rich man and Lazarus, (b), the lost sheep, (c), the good Samaritan. Give one parable in detail.
3. What answer did John the Baptist give to the question,—"Who art thou?" Tell the whole story, and say what lessons we may learn.

(N.B.—Passages learned under Recitations should not be used.)

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

The Fairyland of Science, page 135, "Now just . . . clear to you."

Composition.

1. Write (i.) in the metre of one of Longfellow's poems, or (ii.) in prose, upon one of the following, — (a), Charlemagne, (b), Justinian, (c), Achilles, (d), the new Planet.

English Grammar.

1. Analyse, parsing the words in italics,—

"When I go forth on such a pleasant day,
One breath outdoors takes all my care away;
It goes like heavy smoke, when flames take hold
Of wood that's green, and fill a grate with gold."

(Second Year.)

2. What parts of speech may an adverb modify? Give examples in sentences, underlining and naming the examples.
3. Give examples, with notes on their use, of two of the following,— (a), demonstrative pronoun, (b), indefinite pronoun, (c), noun-adjective, (d), demonstrative adjective.

(First Year.)

2. Use the present and past participles of the following verbs in sentences, underlining and naming your examples,—lie, jump, skate, swim, run.
3. Use in sentences the two other degrees of comparison of the following adjectives, underlining and naming the examples,—farthest, more, severe, duller, old.

Literature.

1. Tell briefly one of the following stories, —(a), *The Cattle Raid of Cooley*, (b), *Deidre and the Sons of Usnach*, (c), *Fingal*. Say what you know of the origin of the story.
or, 1. Explain why *Beowulf* is one of our greatest book treasures. Write a brief sketch of the story.
2. Mention three great English writers of the stories of Arthur, and name their books. Write a scene for acting (on the stage) from one story you have enjoyed.
3. Give the scene that interested you most in the play of *Coriolanus*.

English History. (State book used)

1. Describe, with a rough sketch map, the Anglo-Saxon occupation of Britain.
2. Write a short account of the work and the wisdom of King Alfred.
3. What traces of the Romans are still to be seen in England? Mention any new "finds" you have read about or seen.

General History

1. "The earliest Tyrants . . . did justice and kept the peace." What do you know about two of them?
2. Give a short account of Tamerlane, the "lame invader from Tartary."
3. Describe two drawings you have made in your Century Book this term, and tell the history of them.

Citizenship.

1. "We all have courage." Illustrate by examples taken from your reading this term, and explain in what different ways courage may be shown.
2. "Alexander loved to remember and reward the worthy deeds of men." Give two instances in detail.
or, 2. "To live at pleasure is a vile thing, and to travel is princely." Why did Alexander thus rebuke his friends? Tell the whole story.
3. What considerations must we bear in mind in buying (a), comforts and luxuries, (b), pleasure?

Geography.

1. What are the boundaries of the Balkan Peninsula? Name the various independent states. Give some account of the Turks in Europe and their history. Dates.
2. Describe, with a rough sketch map, a journey from Shanghai to Kioto.
3. Describe, with a diagram, the formation of a glacier.

Natural History and Botany.

1. Give a short description of life in the deep sea, and show in what ways the following creatures are adapted to their circumstances,—the beryx, remora, angler-fish, common sole, sea-horse. Drawings.
2. What plants would you expect to find in (a), a hedge, and (b), a ditch? Diagrams.
3. What constellations and stars have you seen this term? Diagrams.

General Science.

1. Write a short account of the sun, describing an eclipse.
2. What is a sunbeam? Describe experiments to show (a), how sunbeams can be measured, (b), that they vary in size. Diagrams.
or, 1. With what organs do we breathe? How does fresh air reach the blood? Diagram.
2. Show why the housekeeper and the cook have such very important work to do. Give some directions for cooking meat and fish.

Picture Study
Describe, from memory, "The Vision of St. Bernard," by
Filippino Lippi.

French

1. Write a composition on either (a), "Le Preneur de Rats," or, (b), "Mademoiselle Rose et le petit Ane."
- (Chapuzet.) 2. You are spending a holiday in Paris — write a letter in French to a friend describing some of your sightseeing.
3. Make sentences containing (a), an adverbial clause, (b), a noun clause, (c), indirect narration. Underline and name your examples.
or, (L'Enseignement Littéraire du Français.)
2. Write a description of "Notre Grandmère."
3. Make six sentences showing the agreement of adjectives with the nouns they qualify. Underline your examples, and explain them.

Latin.

1. Write the Latin characters and Latin words for,— 40, 90, 300, 500, 2000.
2. Translate: (1) The city was so strong that the enemy could not take it. (2) So great was their terror that they remained in the city.
3. (a), Translate § 39, lines 35 to 42, "Cunctati . . . sustinuit." (b) Read the Latin of the passage translated, then write a narration in Latin.

German.

1. Write six sentences in German about the picture on page 7,
2. Answer the questions 1-5, page 168, Exercise V. (b).
3. Translate page 169, VI., 1-6.

or Italian.

1. Make six sentences about "Gli Animali," page 136.
2. Answer in Italian the questions on page 131, A (4).

Arithmetic.

1. Reduce £2 : 14 : 7½ to the decimal of £1.
2. Express in pounds, shillings, pence and farthings, £3·761.
3. Find the cost of 5·24 tons at £1 : 16 : 5 per ton.

Geometry.

1. Draw a perpendicular to a given straight line from a given point outside it.
2. Find the sum of the interior angles of a polygon of 9 sides.
3. Construct a triangle ABC, right-angled at C, having $AB = 8\cdot5''$ and $BC = 3''$.

Algebra.

1. (a), Add together
(b), Multiply together } $-3x, 5x, x, -2x$.
2. Simplify: $4(2x-3)-x=2(x-5)+3$.
3. Divide 90 into two parts such that a quarter of one part is 9 less than a fifth of the other.

Painting. (All work should be done with brush and in colour.)

1. Illustrate a scene from (a), *Coriolanus*, or, (b), *The Knights of the Round Table*. Give a title.
2. "At work in the kitchen."

Music Appreciation.

What compositions by Beethoven have you heard?
Describe one of them.

Recitations.*

Father to choose two Bible passages and a poem by Longfellow, or, a scene from *Coriolanus*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 31st. Papers to be posted on Saturday, April 5th, *with no other enclosure*. Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.